

NORTH MULLINS PRIMARY

105 Charles St.
Mullins, South Carolina 29574

GRADES PK-2 Primary School

ENROLLMENT 304 Students

PRINCIPAL Jo Anne Richardson 843-464-3750

SUPERINTENDENT R. Jerry Leviner, Ph.D. 843-464-3700

BOARD CHAIR Samuel McMillan 843-464-3700

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

4

0

0

0

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for adequate yearly progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for adequate yearly progress.

PERFORMANCE RATING CRITERIA

Student attendance rate	96.5%
Student-teacher ratio in core subjects	18.1 to 1
Percent of parents attending conferences	97.9%
Days of professional development in early childhood devoted exclusively to knowledge and skills in working with children less than eight years old.	14.1

Type of accreditation: *(More than one may apply)*

<input type="checkbox"/>	Not pursuing accreditation
<input type="checkbox"/>	Conducting a self-study
<input checked="" type="checkbox"/>	State Department of Education
<input checked="" type="checkbox"/>	Southern Association of Colleges and Schools
<input type="checkbox"/>	American Montessori Society
<input type="checkbox"/>	National Association for the Education of Young Children

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
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Students (n= 304)

First graders who attended full-day kindergarten	100.0%	N/C	100.0%	98.4%
Retention rate	7.9%	Up from 0.6%	6.5%	4.5%
Attendance rate	96.5%	Up from 94.9%	96.9%	95.9%
With disabilities other than speech	10.2%	No change	5.6%	3.3%
Older than usual for grade	5.6%	Down from 6.1%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 37)

Teachers with advanced degrees	32.4%	Down from 34.2%	37.5%	52.9%
Continuing contract teachers	91.9%	Down from 100.0%	87.5%	91.2%
Highly qualified teachers**	100.0%	N/A	98.0%	100.0%
Teachers with emergency or provisional certificates	2.9%		2.9%	0.0%
Teachers returning from previous year	91.4%	Up from 91.0%	91.4%	89.3%
Teacher attendance rate	94.3%	Down from 97.6%	93.8%	94.8%
Average teacher salary	\$39,182	Up 1.3%	\$39,182	\$40,249
Prof. development days/teacher	16.5 days	Up from 13.9 days	13.5 days	15.7 days

School

Principal's years at school	11.0	Up from 10.0	8.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 18.8 to 1	18.3 to 1	19.4 to 1
Prime instructional time	89.4%	Down from 91.5%	89.2%	89.4%
Dollars spent per pupil*	\$3,290	Down 1.3%	\$6,896	\$5,720
Percent of expenditures for teacher salaries*	66.0%	Down from 66.8%	62.9%	64.5%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.9%	Up from 96.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance rate in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Mullins Early Childhood Center and North Mullins Primary School is to develop productive, socially responsible lifelong learners. To achieve this goal, we strive to create a strong home/school connection by assisting families in making a positive adjustment to school. Family Place provides support for families through after school programs, parenting and job skills training, preschool Therapeutic Child Treatment and the clinical day program for children across the district.

Academic goals are achieved through a strong, standards-based curriculum. Literacy development begins in CD and kindergarten classes and continues in first and second grade with a balanced literacy approach. Math concepts are taught through hands-on investigations of real life applications. Students experience science and technology throughout the day and in weekly science lab and computer lab sessions at North Mullins Primary.

Beginning in second grade, qualified students engage in accelerated studies in language arts, math and science. All children are encouraged to discover their talents through activity classes, and students who have special needs receive a variety of services. Summer school classes serve those students who qualify.

All teachers completed an additional graduate course funded through the SC READS grant. These studies will continue through funding of the South Carolina Reading First grant, which was awarded to the school this year. Classrooms and media centers have been transformed into literacy-rich environments through the SC Reading First initiative. Last summer all child development and kindergarten teachers participated in the Early Childhood Summer Institute, learning best practices in curriculum and instructional strategies for young children.

The Side by Side Volunteer Reading project, designed to encourage community members to come in and read with individual students, continued throughout the year.

Helping others has been a focus of our character education program. Our students have participated in service oriented projects in keeping with our Schools of Promise pledge. These activities include Relay for Life, Manna House canned food drive, Christmas Child, Hop for Leukemia, March of Dimes and several other classroom projects.

The Mullins Early Childhood Center program was evaluated on the Early Childhood Environmental Rating Scale during the year and received a score above the state requirement.

Jo Anne Richardson, Principal

Tara Rogers, SIC Chairperson

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	39
Percent satisfied with learning environment	97.4%
Percent satisfied with social and physical environment	97.4%
Percent satisfied with home-school relations	84.2%